

USE OF GADGETS IN ENGLISH LANGUAGE LEARNING

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Introduction

The English language is the essential part of people's day to day living. Their motivation to learn English language has diverse reasons. English is the second largest language in the world. Every department needs English language to run offices, schools, Governments, and businesses. Not only English is a language of communication but also it provides vast research published. This is the reason; English is the language of educational institutions. (Morris & Maxey, 2014)

Learning a foreign language is not an easy task, same with English language, because of its complexities and diversities. Teaching of English language also has "myriad of changes" with different methods and pattern. Teaching methods are not limited to student and teacher's direct interaction; rather they are expanded to radio, television and other technological gadgets. (Ishihara & Cohen, 2014) Technology is a form of word processing, like some person writing with the help of pen. Working on a language has become easy through the use of technology. Mobile phones with internet access search hundreds of words full of relevant information about a specific topic. They have replaced the reference books, section books and citation problems. The physical labor to visit the library to find a particular book has become easy through the use of technology. Each book is available on the internet in open source or paid form. With one click, any book can be accessed. Although modern civilizations have banned the use of mobile phones inside classroom, but the use of computers is not limited in any classroom.

Technology has become an essential part of language learning in the world. The world has become a global village with the help of technology. Technology is a combination of different gadgets of different types. The use of technology for learning purpose is common not only in intermediate section but primary section also coping with new strategies to learn English language through different digital mediums.

Generally defined, Wwww is World Wide Web, a globally connected networking system of computers. It connects millions of computers as one and link together to interact between them. Internet is a data sharing platform, in which data flows in the form of packets and it moves on to the next with the help of a chain known as network (Beal, 2016). Internet is not similar to World Wide Web; Internet is a system of complex

networking consisting of millions of data connections. The World Wide Web is a platform to fetch information from the internet.

1.1. History of Gadgets

History of gadgets starts from 600BCE with one of seven sages of Greek. Thales discovered Static electricity. In 1720, Stephen discovered insulators and conductors to revolutionize our world of electricity. Benjamin, some 32 years later discovered electric potential. Material discoveries were not enough to support some new technological gadget, for the purpose, a theory is needed to create a joint between material and mental. Faraday in 1831 discovered the law of induction. Later induction coil came into being, that how in 1868 world's first power station started to enlighten the world. Kant introduced people to a new kind of technology with the help of a theory in 18th century (Vodien, 2013). Later in 1937, circuit design theory was introduced by Elwood Shannon. Paul built a networking computer in 1960, which paved the way of modern computer system. That was first digital computer.

Apple was introduced in 1989 under the tag of Macintosh portable, later they introduced Newton in 1993, Nokia in 1996 and Sony Eriksson in 2000. This was the age of Nano-gadgets. These gadgets started using software's, applications and revolution in every field. Computers, in the past were huge with minimal space and their activates were limited to counting few numbers. While computers today, has achieved the level of Artificial Intelligence. Now they help out in daily tasks, every desk has a computer to survive (Rawlinson, 2017). Although, the use of computers has been shifted to mobile phones, which are helpful in a way.

A gadget is a composition of Software and hardware. Software is a part, visible but untouchable while hardware is part visible and obvious. Computers and mobile phones use software as their core system. Every software contains semi-software, which are called applications or programs. These applications further divided into sub sections and they hold the information according to a Gadget's demand. An application, containing definition of each word is called dictionary. It works by typing a single word and it explains the rest. That's how, the process of learning has become easy (Zickuhr,

2011). On other side, computers and gadgets use applications that can pronounce any English language term, which enables a learner to understand the correct punctuation of every word.

Cell phones are more popular devices of today. Desktop computers are popular among people aging from 35-65, while millions of users use laptops instead of desktop systems. A new technology of Game consoles is significantly popular and e-book reading gadgets are common to readers (Zickuhr, 2011). On e-book reader, any book can be read in digital form, which makes learning easy and handy.

Classroom's uses same technologies for learning purposes. This research seeks to find the role of technology in the learning process and how it has been directing the learners at very initial stage of second language learning (Lan, 2007).

The question is; are these technologies reliable for learning process. For the use of technology inside classroom, teachers must be extra-qualified in teaching a particular subject through the use of technology (Bates, 2005). It is a challenging field and it demands careful analysis of teaching at competent level. Digital technologies are placed inside the classrooms to help teachers work with learners, while learners are working independently to learn a language. That's the process of learning a language through technology.

The term technology is no longer considered alien in the field of education and now the use of mobile technology in learning has started to attract interest from educators. Realizing that teenagers nowadays are familiar with technologies, quite a number of surveys have been carried out by various researchers to identify the use of technologies among teenagers or school students. Teachers nowadays know that most of their students own at least a hand phone or other mobile devices such as an MP3 player, a laptop or a game station, and they are surrounded with technological gadgets which keep on changing at a very fast rate. This preliminary study aims to explore students' readiness and perception toward using mobile technologies for learning the English language literature components in school (Hackley, 2004).

Mobile phones with internet connectivity can search thousands of web pages and provide details of a high degree of accuracy to the reader. They almost replace reference books and avoid the physical labor of visiting the university library. In spite of their effectiveness in gathering information for classroom assignments, there are also teachers and parents who may not encourage their children or students, respectively, to use mobile phones in the classroom (Beal, 2016).

1.2. Advantages and Disadvantages of Gadgets

A disadvantage of mobile technology is that students often spend long hours for chatting with their friends on social networking sites and browsing non-academic websites, which, in turn affects their classroom performance. The potential distraction caused by students using their mobile phones to play games, text messages, check Facebook or engage in other activities has become a concern to many classroom instructors. However, the availability of free language learning software programs, portability, speed, audio output and visual features in the latest mobile phones makes it an important tool for EFL students to learn English (Lan, 2007).

There are some researchers who are of the opinion that the information which would actually have to be stored in the students' minds is rather stored in the memory cards of their mobile phones. Shudong and Higgins (2006) points out that in order to view images and text, mobile phone makers have made their screens larger, but these screens cannot be made too larger because mobile phones would not be portable or convenient (Shudong, 2006). A disadvantage of mobile technology is that students often spend long hours for chatting with their friends on social networking sites and browsing non-academic websites, which, in turn affects their classroom performance. Kuznekoff, J., and Titsworth, S. (2013) are of the opinion that the potential distraction caused by students using their mobile phones to play games, text messages, check Facebook or engage in other activities has become a concern to many classroom instructors. However, the availability of free language learning software programs, portability, speed, audio output and visual features in the latest mobile phones makes it an important tool for EFL students to learn English.

The impact of phones and other gadgets on college, university and school students is obvious and enormous. The present research reexamines the use of gadgets, mobile phones for the learning of English as a second language at secondary level of education. This study also tries to focus and examine the correct use of mobile phones for learning purpose; also it examines the role of teachers in promoting the use of gadgets for learning purposes.

Statement of the Problem

Technological advancement has led the generation to a new dawn. Gadgets have transferred the daily routine of common people. Living style has been changed and the use of different gadgets for different purpose has become common in 21st century. People use mobile phone to communicate with one another, television has gone through a lot of advancement, and Computers is struggling to achieve the level of artificial intelligence. All these things have drawn a modern man to a level of ultra-information. In the time, language learning has become easy through different type of software's, mobile application, and other tools. Dictionaries are available in digital form by typing a single word. Mobile applications have numerous types to teach a common student, how to learn and pronounce the language in a better way. Today, school going children are using Android phones, iPhones and other types of tech. A proper guidance is needed to teach them, how to use a particular application for a particular purpose of learning English as a second language. This information is not so common among students. They use variety of ways, but can't focus on the process of learning.

This study will examine the correct use of gadgets used to learn English as second language. Either these gadgets are helpful for students, or what are the common difficulties, student face using gadgets.

Objectives

It is hypothetical in this research that use of gadgets is having a positive impact on language skills of English as second language.

The objective of this study is;

- To examine the link of technology with language learning and how technology can help a student to learn fast.
- To explore the positive and negative aspects of Learning English language through Mobile applications.
- To recommend better tools of learning English language at secondary level of education.

Hypothesis

Positive Hypothesis;

Ho1: Students use gadgets for learning English language at secondary level.

Ho2: Gadgets provide valuable material for learning English language in a steady way.

The negative impact is;

Ho3: Use of gadgets wastes student' time instead of learning English language.

Research Questions

This study will answer the following questions:

- What is the use of tech gadgets on second language learners in Pakistan?
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- What are the changes caused in the reading and writing of the secondary language learners of the city Lahore, by using renowned tech gadgets to improve the language skills?
- How teachers distinguish the learning of English language through gadgets?
- Does the use of gadgets accelerate the process of learning a language?

Review of the Literature

Technology is a form of word processing, like some person writing with the help of pen. Working on a language has become easy through the use of technology. Mobile phones with internet access search hundreds of words full of relevant information about a specific topic. They have replaced the reference books, section books and citation problems. The physical labor to visit the library to find a particular book has become easy through the use of technology. Each book is available on the internet in open source or paid form. With one click, any book can be accessed. Although modern civilizations have banned the use of mobile phones inside classroom, but the use of computers is not limited in any classroom.

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2.1. Role of Gadgets in Education

Modern changes in the world are technological changes and all type of changes, apparent to the advancement eye observes the role of technology behind it. It has developed the course of time. Every aspect of life is affected by technology, education is one of them. A report published by Brown & Warschauer (2006) shows that the facilitation provided by the use of technology in education sector is observable with naked eye. If there were no computers, then the gigantic problems won't be solved as easily as we inspect today. Technology has offered innovation in the field of education, in which both student and teacher interact with technology to fetch information and knowledge.

Keeping this view in mind, every country is struggling to motivate their students and workers for the better use of technology, and they have spent a lot of money to buy technological gadgets to facilitate the educational institutes. According to a report published by Russell, Babel in 2003, budget for technology increased between the years 1995-2001 in the US from \$21 to \$289 million. 17 years earlier record shows that the budget for technology increased from none to 200%. Now the situation is strict, because every sector uses technology in different manners. The use of technology expanded in time in every country of the world.

A report by Zhao in 2007 shows that the interaction with computer decreased; "as the National Education Technology Plan had released a report relating to the US education department, observe that in 10 years of period,

99% American school students were connected to the internet. Their ratio to computer use was 5:1, which has changed the shape of educational process in schools”.

Logan (2000) observed the use of technology and the interaction of human beings. He elaborates that the role of technology expanded in time in every sector because of computers, facilitating the filing process and making living better. Every Government and policy makers consider it mandatory to facilitate the field of education with new technological gadgets. The importance of technology cannot be neglected because of its diverse use and huge implementation process as “in an increasingly technological and interconnected world, policymakers, educators, and the general public recognize the importance of computer knowledge and skills to the daily lives of the individuals and for national economic competitiveness”. Use of technology in language classes cannot be neglected, because technology and language is interconnected. It is a fact that the use of technology in language classes has extensive impact.

Computers are a benefit for language learners, because they provide multimodal practice for the learners. With the help of computers, pairs, or groups and small or large units of students can use computer for language purpose, either individually or through cooperative learning process.

Russell et al (2003) in his wide cited article shows that the integration process of language teaching with technology and the interest of students in computers have positive impact on their attitude. The use of computer, according to the Census Bureau of America, revealed that children use computer more than adults. That is the reason, computers has become indispensable for daily routine. With the use of computers, the communication process and the process of learning a language and interaction has become simpler and easier.

Language learners spend most of their time over the internet interacting with other people in their language; that's how they learn new

vocabulary and to find the meaning of difficult word is easier with the use of computer dictionary. With computers, the use of authentic social interaction is possible and it has a huge impact on the lives of students and children all over the world.

2.2. Gadgets employed by learners of English language

The use of instructional technology has become common nowadays in the field of education. It is a type of technology which provides valuable help in the field of education, enabling learners to access the information with the help of technology. According to Belderrain (2006), instruction technology is a type of technology which facilitates the process of learning. It has been used in various ways; educational institutes, teachers and learners have a specific place of the use of technology in their day to day living and learning. Also the authorities use the technology for teaching or research purposes inside the schools, colleges, and universities. It enhances the level of creativity inside the school going children. The word “integration” is derived from Latin language. The meaning of this word is; “to make whole of something”. The integration of technology and education means, the use of technology has filled the gap between the educations in the process of learning. Now education has become complete Earle (2000).

Madhavi (2010) says the process of learning a communicative language uses high quality contents with the help of multimedia technology. A total solution is there if the use of multimedia is guaranteed in the educational institutes. It is a package of total self-help and self-teaching programs which support the use of formal courses. The development of skills in a learner has made easy by the use of technology. Learners communicate in two patterns; Oral and written. According to Madhavi, there are three possible modes of learning with the help of gadgets.

The guided mode: It is a package of step by step instructions. It is used for the acquisition of “functional language patterns across a broad spectrum of theme”. With this mode of learning, every child inside the

school or in the intermediate class can learn “pronunciation, grammar, functions of words and the use of vocabulary with rules”.

The Free to roam mode: If a learner is interested in learning by topic or by the use of specific linguistic skills, this model is helpful. This model of learning is helpful for students of senior classes. Also intermediate level students can use it. This model is for familiarity purpose only, in which any kind of written or skill content is available for first introduction to anyone interested. It gives a face mode for every product, relating to education or gadgets, specially relating to technology.

The Dynamic mode: This mode of learning through gadgets offer multimedia, audio video and visual graphic slides for learners. It provides dialogue and communicative learning mode. This model provides voicing of language and it is necessary for speakers of any language and the learners of any language as well.

2.3. Impact of gadgets designed to reform ESL learning

The use of technology is common and observable since the first gadget used to learn inside educational institutes. A new domain, entered into the process of education that is mobile devices. To define mobile learning has two broad meanings; as the word ‘mobile’ suggests, the process of learning at any time in any place is known as mobile learner. The second definition to it; learn through the use of mobile phone devices. Previous researches paid attention to the use of mobile phone devices in the educational field. Kratcoski (2007) observed in an article that; learning is mobile now because of mobile phones because it can happen anytime at any place and there is no boundary or limitation to the learning process. Every person can learn and understand the information easily without thinking twice about the substances. Students and teacher are not divided to physical or temporal places; rather they are stick together in one place. According to Kratcoski, although mobile is available to everyone, but we are not still beneficiaries of this device as a

learning tool. Even children are using these devices and we need to devise a better plan of learning through the use of mobile phones.

Sharples (2003) on other hand have different opinion about the use of mobile phone as learning tools inside schools or everywhere in the world. He suggests that our thinking is stick to a book and pages. We should pay attention to this new device, because it is not disruptive but a helpful tool to benefit the process of learning in schools.

Same observations were derived by Vavoula and Sharples (2002), the nature of quality learning is linked to three major objectives;

According to Vavoula, “learning process is mobile in terms of space”. It means, learning have no boundaries that it is limited to a workplace or to some institution, rather it can happen any time at any place. The process of learning maybe related to the demand of work or specific to its rules, like the use of phones inside schools is prohibited because there is no space to a healthy learning. These devices save time and their use is dynamic to any place. These devices facilitate a person to individual learn and understand anytime without the help of a teacher. But they don’t limit the role of a teacher, because teachers are behind these devices, devising lesson plans.

According to Mcneal and Hooft (2006), although mobile phones have not been used as a tool of learning inside education, but they are beneficial to great extent and their use is not limited to a specific subject. Now a days; mobile devices are common and must be used to facilitate the process of learning a language or a subject matter. These are the devices of communication, and must be taken seriously as the devices and tools of communication, but the process of communication holds the educational process and not separated from it. Another research of Chen & Kinshuk (2008) says that mobile phones are better handlers and they facilitate the process of learning in learning a language. The use of vocabulary and the process of learning new words are common now days and mobile phones have made it easy for people to learn new words with the help of different mobile

applications. Their study suggests that the use of mobile phone produce leisure inside the students and they happily learn anything. Janelle wills (2010) observed the use of mobile phone devices saying that it facilitate the learning 24 hours. The continuous access to the learning is a great opportunity.

There are ample of ways to use the technology for second language learning. Denzin (2000) suggests that the use of gadgets for ESL learning increase the level of self-esteem in children, also it provide language proficiency. Along with vocational preparedness, the use of gadgets increases the level of autonomy in children. They provide valuable feedback to the process of learning, which can be utilized for better implementation of educational software's. Learning is now a technology based activity, which provide valuable thoughts to the process of learning and it enhances the level of learning ESL.

Lin (2009) explored the use of technology for ESL learning. Motivation of students and their authentic linguistic skills can be improved with the help of tools used to teach English as Second language. Every language class should observe the use of gadgets to facilitate students. Mobile devices have the ability to pronounce English language words, and they facilitate the use of dictionary. Podcasts is a medium of communication between a teacher and a student, in which students learn to handle a language easily. Real speakers are behind the internet, providing applications and software's to interact over the internet with peers. Students use it often to communicate with other students. This process inspires their level of learning and facilitate the process easily.

2.4. Discourse analysis

A tradition to use the technology inside classroom has become widely common. Email based learning process was observed by Rey and Rosado in 2000, in which they extracted information about the better use of internet to facilitate the ESL learning. They observed that email typing and reading is

an activity which enhances the level of vocabulary, grammar and the use of punctuation. The implementation of virtual exchange program in 2007 shattered the dream of e-learning with some remarks. The use of skype and other tools for learning process in the market are available, but these companies are on the verge of disaster. This slows down the process of communication, because the user needs to change the program to interact with peers. This momentary change isn't flexible for learning process. On the other hand, mobile gadgets are valuable for learning but they are not available to everyone anytime. Students differ according to their economic level and not every child can support the mobile devices, which is a negative point. If Government facilitate the institutions to provide ESL learning tools, then the process is possible to some extent.

Teacher's behavior and opinion are interlinked. A study conducted by Williams and Burden shows that great number of teachers is satisfied with the use of technology inside the classrooms. Ertmer (2005) says that "although the condition for successful technology integration finally appear to be in place, including ready access to technology, increased training for teachers, and a favorable policy environment, high-level technology use is still surprisingly low". This research shows that a greater number of students won't benefit from technology when they discuss their learning process. English, as second language is a great way of learning but it limits the activities of students in a number of ways.

Methodology

The main purpose of this research is to examine the use of gadgets to learn English as foreign language at school level. For the purpose, quantitative research was conducted. Quantitative research is a type of research in which the examination of numerical data with the help of descriptive statistics is used (Creswell, 1994). This research focuses on the use of gadgets to learn English as second language. This research will be done by collection data through survey method. This method uses questionnaire. The use of questionnaire makes it easy to justify the question and to get information about the particular topic easily. Along with survey method, journal articles and publications will be discussed to fetch general information about the topic. A comprehensive literature review has been done in the previous chapter. The research has read extensive articles over the topic of "use of technology in learning" and "Use of technology to learn English language". Every research collect data in a number of ways, the data collection done by me is based on a standardized questionnaire. Secondary data is available over the internet in abundance on every topic of research (Argyrous, 2009). Secondary data collection saves researcher's time and money. Also, it provide opportunity to find a tested data and the reliability tests are being done over it by the researchers. There is a case study method to gather information about the particular topic, which is helpful in many ways.

Settings

For the study, four schools have been selected from Lahore. These four schools include private and public schools as well. For the research purpose, two private and two Government sector schools has been selected. The sample size consists of 10 students and 5 teachers. The number of students selected to participate in the study is low because the use of gadgets inside schools for the purpose of learning English as second language is not high. As, every school either in public sector or private sector has some boundaries to follow and there is no code to permit the use of gadgets for learning purpose inside classrooms. Teachers selected for the study will be from both schools and each school has two teachers to get interviews. Teachers, will be asked about following questions;

1. How long have you been in the field of Teaching English?
2. Do you think, technological gadgets are useful in learning English language?
3. Do you prefer the use of E-books, Mobile phones, Tablets, and other gadgets inside the English classroom?
4. Do you think that the use of technology in learning English language is better or the classic way of exploring information?
5. Do you think that the use of gadgets to learn English has positive impact on students?
6. Do you prefer the use of visuals inside the classroom?

These questions may be increased upon teacher's demand. For the study, a questionnaire will be devised with the permission of supervisor for students. This study is qualitative as well as quantitative. The questionnaire will be according to Likert scale of 4, with options Agree, strongly agree, disagree, and strongly disagree. It also includes two yes and no questions. The second part of the questionnaire for teachers of these schools, teaching English language to access their level of understanding the use of Tech gadgets for learning purposes.

Research questionnaire has two parts. In part A, the general profile of the respondents is discussed. In part B, the 4 questions will be asked. Each question has more than 5 parts. Each question uses the response as; strongly agree, Agree, Disagree, Strongly disagree, undecided.

The major questions to ask in the questionnaire are;

Q1: From the following items that you use to improve your English language, please indicate with a (v) which word indicates your answer.

- 1- Watching TV/Videos/Films
- 2- Listening to radio/broadcasts/lectures
- 3- Communicating with relatives/friends

- 4- Reading books/newspapers/stories
- 5- Searching for information on websites
- 6- Writing assignments/emails

Q2: How often do you use the following technologies for enhancing or improving your knowledge and skills in learning the English language?

- 1-Computer software for learning English (i.e., Duolingo: Learn Languages,Google Translate Desktop, and Longman Dictionary)
- 2- Social networking sites (i.e., Facebook, Twitter, WhatsApp, and blogs)
- 3-Online audio and video tools (i.e., YouTube, Skype, MP3 players, and podcasts)
- 4- Smartphone or tablet apps (i.e., Learn English Grammar, Dictionary.com, Dictionaries, and thesauri)
- 5- Word processing (i.e., Google Docs and Microsoft Word)

Q3: How do you feel about using the technology tools for learning English?

- 1- I enjoy using technology while learning the English Language.
- 2- I know that technology can help me improve my English language learning.
- 3- I improve my creativity by using English language software or apps.
- 4- I prefer using technology to enhance my speaking, reading, writing, and listening skills.
- 5- I think watching online videos in the English language motivates me to learn more vocabulary.
- 6- I really like studying the English language using online learning websites.
- 7- I believe that multimedia (i.e., computers and YouTube) is an excellent technique to learn English.
- 8- I think using technology in mastering the English language is not necessary.
- 9- I believe that technology tools are more effective in improving my language skills.
- 10- I use chatting on social networking sites to improve my writing skills.

11- I think voice recorders help me improve my speaking skills.

Q4: Which of the following technologies are helpful for enhancing or improving your knowledge and skills in learning the English language?

1-Computer software for learning English is very helpful to improve my language skills.

2- Social networking sites (i.e., Facebook, Twitter, WhatsApp, and blogs) are very helpful to develop my communication, reading, and writing skills.

3-Online audio and video tools (i.e., YouTube, Skype, and MP3 players) are very helpful to enhance my speaking and listening skills.

4- Smartphone or tablet apps are very useful to develop my language skills.

5- Word processing (i.e., Google Docs and Microsoft Word) is very useful in developing my writing skills.

Research delimitations

This study is limited to Lahore secondary schools only, due to limited resources and limited time. Also, this study is limited to the use of mobile phones and computers for learning purpose for Secondary school students. Collection of data will be done accordingly.

Data collection

A questionnaire is the primary source of this research to explore the use of gadgets for EFL learning. This questionnaire is divided into two parts. The first part discusses the profile of the respondents, age and educational level. The second part includes questions of specific type relevant to the use of gadgets for learning purpose. This second part uses Likert scale format.

Another section of interview for teachers only is conducted.

Participants

This research is applied to 10 students and 5 teachers of English language for different schools. The age of students between 10-15 years.

For data analysis, descriptive statistics is used. Descriptive statistics is defined as; "it consist of simple summaries about the sample and about the observations that have been made". Descriptive summaries have two broad types, either it are quantitative or visuals. Quantitative summaries are purely statistical while the visual summaries are simple graphs (Johnson, 2002). The combination of both visuals and quantitative is used in the research analysis. The major aim or graphic use is to elaborate the data in a meaningful way. If statistical operations are broken down to categories, then they fall into two broad categories; the descriptive statistics and the Inferential Statistics. In which a number of other definitions are used such as the population, sample size, and variables. This research uses two variables, technology and the impact of technology on learning.

Data Analysis

The interview questions are open ended questions. If necessary, Emails will be sent to the teachers to ask their opinion about these questions. In person, each teacher will be asked questions and their response will be noted in a notebook. Also, the use of mobile phone to record their statements and to prepare transcript is necessary for this research. After carefully collection the data, Interview data will be elaborated according to the phrased used in the discussion by the teachers. Their response will be judged accordingly.

For the students, the questionnaire data is collected over the Microsoft Excel sheets. Each question has a numerical value. Each question will be assigned the numerical value, and then according to the scale, each student's response to each question will be discussed in detail. For the purpose, descriptive statistics is used. Microsoft excel has descriptive statistics and data analysis tools similar to SPSS.

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